



Education Specialist Program
Signature Assignment for EDSP 525
Advocacy Presentation

Student Learning Outcome(s) Assessed:

SLO 4: Advocate for positive outcomes for individuals with disabilities from the viewpoints of people with disabilities, their families, professionals in the field, and the legal system.

Description of the Signature Assignment

Assume the role of an advocate on behalf of an individual or group of individuals with disabilities as it relates to the selected debate.

Directions for Students

Assume the role of an advocate on behalf of an individual or group of individuals with disabilities as it relates to the selected debate. Format: Group will work together to create questions and responses; one member will be presenter, the others will be asking prepared questions of the presenter.

1. Identify an issue that is debated in the disability rights movement related to educational systems, school reform, access to educational services, ethics, or other issues including an historical review of educational systems. If you choose an issue that is not directly related to education, be sure to connect it to adult transition programs or other element of education.
2. In groups of four, one person will portray the advocate for the individual or group with disabilities; the remaining members will represent an opposing group with prepared questions. The presentation may be done in the context of a school board, community group, due process case, or other setting as approved by the instructor.
3. Clearly introduce the selected situation/scenario and the need for advocacy in the situation. Describe the role of each individual in the group.
4. Enact the selected scenario with turns being taken between the advocates and those who represent the opposition.
5. Summarize by creating a possible and credible outcome.

| Component | 4 Exceeds expectations | 3 Meets expectations | 2 Meets some expectations | 1 Does not meet expectations | 0 Incomplete or missing | Points Earned | Points Possible |
|--|---|--|--|---|---|------------------|--------------------|
| | 10 9 | 8 | 7 6 | 5 | 0 | | |
| Selected issue of debate in education & related areas of disability | A single topic is clearly described. The issue has two distinct sides to discuss. | A topic is selected that relates to an issue in special education but may not be clearly debatable. | A topic is selected that relates to special education/disability but it is not debatable. | A specific topic is not clearly presented. | No evidence of a topic. | | 10 |
| | 20 19 18 | 17 16 | 15 14 | 13 12 | 0 | | |
| Advocate, roles of the opposition, and the context are presented and the need for advocacy is clear. | All roles in the selected scenario are clearly introduced. The situation and need for advocacy are clearly described to the listeners. The situation is one that could exist in our current practice. | There is evidence of an advocate and individuals in opposition. The setting has been defined and there is evidence of a need for advocacy. | Roles of each participant are not clearly defined or the situation is not clear. Situation may not show clear evidence of needing an advocate. | It is not clear who the participants are intended to represent and/or it is not clear why an advocate would be needed in the given situation. | No presentation was given. | | 20 |
| | 35 34 33 32 | 31 30 29 28 | 27 26 25 | 24 23 22 21 | 0 | | |
| Enact the selected scenario between the advocate and the opposition. | Strong evidence of advanced preparation for all roles. Questions are clear and responses are accurate. Situation portrayed is realistic and relevant. | All participants were prepared. Questions and answers were clear and accurate. The situation was credible. | Minimal evidence of preparation on all or part of the participants. Role of the advocate was unclear or answers were inaccurate. | Very little evidence of planning & preparation. Scenario was poorly executed so that the debate had little meaning. | No presentation was given. | | 35 |
| | 10 9 | 8 | 7 6 | 6 | 0 | | |
| Summarize by creating a possible, credible outcome. | Final summary decision presented is a realistic, possible, and credible outcome that may have evidence of compromise and reflects a mutual understanding from both sides. | The closing summary decision is credible based on the situation and information presented from both sides. | The closing summary appeared unreasonable based on information presented by both sides. | There was little or no reasonable evidence to support the final decision. | Summary decision was omitted from the presentation. | | 10 |
| | | | | | | TOTAL | |

EDSP 525

SLO 5: Demonstrate an in- depth understanding of legal, moral, & ethical guidelines & perspectives in special education.

Total Score: _____ **out of 75** **SLO Score:** _____

Legend

| Total Points | College of Education Assessment Scale Equivalent |
|---------------------|---|
| 68 - 75 | 4 (Exceeds Expectations) |
| 60 - 67 | 3 (Meets Expectations) |
| 53 - 59 | 2 (Meets Some Expectations) |
| 45 - 52 | 1 (Does Not Meet Expectations) |
| <45 | 0 (Can't Score) |